

DOCUMENT RESUME

ED 120 334

32

UD 015 920

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TITLE ESEA Title I Evaluation Report, 1974-75
[Charlotte-Mecklenburg Schools].
INSTITUTION Charlotte-Mecklenburg Board of Education, Charlotte, N.C.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C.
Div. of Education for the Disadvantaged.
PUB DATE 75
NOTE 86p.; Occasional light print
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage
DESCRIPTORS Achievement Gains; *Annual Reports; *Elementary Secondary Education; Kindergarten; Measurement Techniques; Program Administration; Program Coordination; Program Costs; *Program Evaluation; Remedial Mathematics; Remedial Reading; Summer Programs
IDENTIFIERS Charlotte-Mecklenburg Schools; Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

The 1974-75 Elementary Secondary Education Act Title I program in Charlotte-Mecklenburg included a kindergarten program with five support service components: two reading programs, two math programs, and a media production center. The greatest impact of the Title I program in reducing educational deprivation was in mathematical computation. Students in the Part A and Carry-over math lab programs gained averages of two-and-a-half to nearly five months for each month of lab participation. Progress is understandably slower in reading comprehension, a skill which requires several high order processes. Students at some grade levels averaged a month's gain in reading comprehension for each month in the lab but at other grades fell short of that mark. An individually administered word reading test was given to students at the beginning and end of the program. Both Grade 2 and 3 students gained more than a month for each month for each month in the lab. In sum, the reading lab program is making moderate progress in improving reading comprehension skills and might be making greater progress in other reading skill areas. The more complete testing to be conducted in 1975-76 will reveal this. The kindergarten program appears to have made more impact on educational deprivation in the language area than other areas in 1974-75. The Title I programs at the four non-public schools in the project were developed by the staffs of each school. (Author/JH)

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ED120334

ESEA TITLE I

EVALUATION

REPORT

1974--75

U.S. DEPARTMENT OF HEALTH,
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TABLE OF CONTENTS

	Page
PREFACE	
PROGRAM STATISTICS	1
COORDINATION WITH OTHER FEDERAL PROGRAMS	5
COMMUNITY AND PARENT INVOLVEMENT	5
DESCRIPTIVE EVALUATION BY ACTIVITY OR SERVICE	10
Part A Activities and Services	11
Part C Program	60
Carry-Over Program	60
Summer, 1975 Program	69
EFFECTS ON EDUCATIONAL DEPRIVATION	71
APPENDIX: TEST REPORTS	

PREFACE

The 1974-75 Title I program in Charlotte-Mecklenburg was diverse. It included a kindergarten program with five support service components, two reading programs, two math programs, and a media production center. The help of many people was necessary to gather and tabulate this data. The entire Title I staff under the direction of Mrs. Barbara Davis was quite cooperative, particularly those teachers called upon to administer the achievement tests. The data analysis was done by the Research Department under the supervision of Mr. John Smith. Mrs. Betty Washam provided special help in scoring the achievement tests. Summer worker Bill Forsyth sorted out and tabulated the program statistics and much of the questionnaire and test data that had been gathered. This data could not have been gathered and so much else could not have been done without the secretarial and clerical help of Mrs. Barbara Economou and also Mrs. Jackie Tadlock.

Copies of all achievement tests, questionnaires, and other instruments used in evaluating the Title I program are available upon request.

Mark Hellman
Program Analyst
ESEA, Title I

PROGRAM STATISTICS REPORT

Title I ESEA - FY 1975

- 1 -

Charlotte-Meck.

600

School District

Code

Combined Part A, Part C and
Carry over

Regular Term

☒

Summer Term

☐

PARTICIPATION STATISTICS

Unduplicated County by Grade, Public and Non-Public

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Public	511	188	993	988	1681	1005	1080							6446
Non-Pub		3	26	16	19	24	24	4	5					121
GRAND TOTAL														6567

Participants by Handicap

Mental Retard	Hard of Hearing	Deaf	Speech Impaired	Visual Handic.	Emotion-Disturb.	Crippled	Health Impaired
0	0	0	0	0	0	0	0

Participants in program for Neglected

61

Parents of Title I Participants
who participated in advisory
committees and in Title I
Program Activities

School Advisory Committee	District Advisory Committee	Title I Activities
92	25	150 (Estimate)

STAFFING STATISTICS (Express in Terms of full-time equivalents)

Total	Professional		Para-Professional	
	Public	Non-Public	Public	Non-Public
	151.5	2.5	159	3.5

Staff Development Participants (Total Attendance at Workshops)

Teachers	Aides	Administrators	Supervisors	All Other
1518	505	139	93	20

EXPENDITURES (Rounded to nearest dollar)

Expenditure for

Staff Development				Parent Councils	Parent Activities
Kind.	Reading	Math	All Other		
289	498	507	25,864		

*Media Production Center

6

2

Expenditures for Salaries

- 2 -

Teachers				Aides	Super.	Admini.	Counsel.
Kind.	Elem.	Sec.	Handicap.				
228,724	765,282	0	0	465,887	47,949	49,652	0

Psy.-K	Test	Soc.Wk-K	Attend.	Nurse-K	Clerical	Other *
13,070	0	44,720	0	31,080	20,859	65,874

*Production Center (21,384), Nutritionist(31,930) & Sp. Ther. (12,560)

PARTICIPANTS, STAFFING AND EXPENDITURES BY INSTRUCTIONAL ACTIVITY

Participants				Others (Specify in Columns 1-4)			
Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
511	3376	2879	0				

Staffing (Full Time Equivalents)				(1)	(2)	(3)	(4)
Kind.	Reading	Math	Handicap				
Prof. 26	59.5	51					
Para-P. 25	84.5	50					

Expenditures (Rounded to nearest dollar)				Others (Specify in Columns 1-4)			
Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
277,251	750,339	396,363					

PARTICIPANTS, STAFFING AND EXPENDITURES BY SUPPORT SERVICES

Participants				Others (Specify in Columns 1-4)			
Guid.	Health	Soc.Work	Handicap	Nutrition	Sp.Ther	Psych	
	511	511		511	511	511	

Staffing (Full Time Equivalents)				Others (Specify in Columns 1-4)			
Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)
Prof.	4	4		3	1	1	
Para-P.							

Expenditures (Rounded to nearest dollar)				Others (Specify in Columns 1-4)			
Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)
	35,640	45,875		50,283	12,699	13,391	

PROGRAM STATISTICS REPORT

Title I ESEA - FY 1975

Combined Part A, Part C and
Carry over

- 3 -

CHARLOTTE-MECK.

600

School District

Code

Regular Term

Summer Term

X

PARTICIPATION STATISTICS

1 Unduplicated County by Grade, Public and Non-Public

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Public		14	31	43	4	13	12							117
Non-Pub														
GRAND TOTAL														117

2 Participants by Handicap

Mental Retard	Hard of Hearing	Deaf	Speech Impaired	Visual Handic.	Emotion-Disturb.	Crippled	Health Impaired

3 Participants in program for Neglected

4 Parents of Title I Participants who participated in advisory committees and in Title I Program Activities

School Advisory Committee	District Advisory Committee	Title I Activities

STAFFING STATISTICS (Express in Terms of full-time equivalents)

Total	Professional		Para-Professional	
	Public	Non-Public	Public	Non-Public

2 Staff Development Participants

Teachers	Aides	Administrators	Supervisors	All Other

EXPENDITURES (Rounded to nearest dollar)

1 Expenditure for

Staff Development				Parent Councils	Parent Activities
Kind.	Reading	Math	All Other		

2 Expenditures for Salaries

- 4 -

Teachers				Aides	Super.	Admini.	Counsel.
Kind.	Elem.	Sec.	Handicap.				

Psy.	Test	Soc.Wk.	Attend.	Nurse	Clerical	Other

PARTICIPANTS, STAFFING AND EXPENDITURES BY INSTRUCTIONAL ACTIVITY

1	<u>Participants</u>				Others (Specify in Columns 1-4)			
	Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
		117						

2	<u>Staffing (Full Time Equivalents)</u>				(1)	(2)	(3)	(4)
	Kind.	Reading	Math	Handicap				
Prof.								
Para-P.								

3	<u>Expenditures (Rounded to nearest dollar)</u>				Others (Specify in Columns 1-4)			
	Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
		5,220						

PARTICIPANTS, STAFFING AND EXPENDITURES BY SUPPORT SERVICES

1	<u>Participants</u>				Others (Specify in Columns 1-4)			
	Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)

2	<u>Staffing (Full Time Equivalents)</u>				Others (Specify in Columns 1-4)			
	Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)
Prof.								
Para-P.								

3	<u>Expenditures (Rounded to nearest dollar)</u>				Others (Specify in Columns 1-4)			
	Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)

2. Coordination With Other Federal Programs

The Title I program is coordinated in terms of grades served with the program supported by an Emergency School Aid Act (ESAA) grant. The ESAA program provided corrective instruction in the system's junior high schools, while the Title I program served students at the elementary level in about two out of three schools in 1974-75. Further coordination between the two compensatory education programs in instruction and evaluation is anticipated.

The Title I program relies for support on several other federally funded programs. The food services program provides snacks for kindergarten children. Summer workers provided through the Comprehensive Employment Training Act were invaluable in the compilation and tabulation of program data.

3. Community and Parent Involvement

The main avenues for community and parent involvement in the Title I program in 1974-75 were the district-wide Advisory Council and, in May, 1975, the School Advisory Councils. The district-wide Advisory Council had 25 parent representatives, each representing a Title I Public school, representatives from the program's four non-public schools and three institutions for neglected and delinquent children, and four representatives from community agencies and institutions. The School Advisory Councils, meeting in high

school "feeder-area" groupings, involved 92 parents of Title I participants in a series of eleven meetings held during May, 1975.

The nature of these meetings was largely informational. The director or other staff members summarized the history of ESEA, Title I, both nationally and in Charlotte-Mecklenburg, the nature of the 1974-75 program was explained, and parents were kept up-to-date on summer and 1975-76 program plans. A number of specific questions about the operation of the Title I reading and math labs were answered. Through their questions about selection procedures, the relationship between the labs and the regular classrooms, and other matters, the parents alerted the Title I staff to their main concerns.

Selected parents participated in the evaluation of the 1974-75 Title I program through a questionnaire distributed at the end of the school year. Two hundred and forty-two parents of Title I participants had been invited through the principals of their children's schools to participate in the initial School Advisory Council meetings. All of these parents received a questionnaire at their home addresses. To facilitate their responses, a stamped return envelope was enclosed. Sixty-four of the 242 parents, or 26.5%, responded. Because a number of parents had children in more than one Title I program, the total number of parents of Title I Kindergarten, reading and math participants exceeds 64.

Parents of Kindergarten Students

Thirteen parents of Title I Kindergarten students responded to the questionnaire. As shown below, they were almost uniformly positive in their opinions of the program. The major shortcoming revealed is that some parents do not feel better informed about their child's health needs as a result of the Title I program. It could be that these parents were not informed of the results of the physical and dental examinations of their children or that whatever information was transmitted did not add to the parent's knowledge. To guard against the former, attention should be given to the feasibility of routinely informing parents of the results of any health-related examinations, if this has not been done.

TABLE 1. RESPONSES OF PARENTS OF TITLE I KINDERGARTEN STUDENTS

1) Do you think your kindergarten child knows more because of the kindergarten class?		
Yes, much more	77%	(10)
Yes, somewhat more	23%	(3)
No, not much more		(0)
2) Do you think your kindergarten child behaves better because of the class?		
Yes, behaves better	85%	(11)
Not much real change	15%	(2)
No, behaves worse		(0)
3) Do you think you are more aware of your child's health needs because of this program?		
Yes	46%	(6)
No	23%	(3)
Not sure	8%	(1)
No response	23%	(3)

- 4) Do you feel you are welcome to visit and help with the class your child is in if you want?

Yes	85%	(11)
No		(0)
Not sure		(0)
No response	15%	(2)

- 5) Do you think you can have a say in the kindergarten program at the school your child attends if you want to?

Yes	77%	(10)
No		(0)
Not sure	8%	(1)
No response	15%	(2)

Parents of Reading and Math Lab Students

Parents with children in the Title I reading and mathematics labs also viewed these programs positively. As with the kindergarten program, a number qualified their endorsements of the labs: Twenty-seven per cent of the parents of Reading Lab students and 21% of the parents of Math Lab students think their children have been helped only "somewhat". About the same numbers also expected their children to be doing better than they were at the end of year. Too many of the parents who responded had not been invited to visit the labs their children participated in, or at least could not recall such an invitation. Since it is likely that the responding parents were among the more involved Title I parents, this finding points to a need to inform parents more about the labs and invite them to visit, or to set up a particular (specific) program of visitation.

TABLE 2. RESPONSES OF PARENTS OF TITLE I READING AND MATH LAB STUDENTS

- 1) Do you think the extra instruction your child is receiving this year is helping him/her to read better than last year?

	<u>Yes, Much Better</u>	<u>Yes, Somewhat Better</u>	<u>No</u>	<u>No Response</u>
Reading	65% (32)	27% (13)	0	8% (4)
Math	64% (18)	21% (6)	11% (3)	4% (1)

- 2) Have you been invited to visit the lab your child participates in?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Reading	69% (34)	24% (12)	6% (3)
Math	61% (17)	32% (9)	7% (2)

- 3) Is your child reading/understanding mathematics as well as you expected at this point in the school year?

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Reading	57% (28)	31% (15)	12% (6)
Math	64% (18)	21% (6)	14% (4)

This year's response rate of 26.5% under conditions more favorable than last year's parent questionnaire casts doubts on the validity of last year's high response rate of 50.7%. It could be that parents of non-Title I kindergarten children received and completed the questionnaire last year, increasing the scope of that survey beyond the 787 parents it was to be restricted to. The computation of the response rate assured that only 787 persons received the questionnaire. This year's response rate is more realistic.

4. Descriptive Evaluation By Activity Or Service

This section presents brief descriptions and evaluations of the following activities and services of the 1974-75 ESEA Title I program:

A. PART A

- A1. Kindergarten
- A2. Kindergarten Support Services
 - Social Work
 - Food Services
 - Speech Therapy
 - Health
 - Psychology
- A3. Staff Development
- A4. Reading (Grades 2-3)
- A5. Math (Grade 4)
- A6. Non-Public Programs
 - Our Lady of Assumption
 - Our Lady of Consolation
 - St. Gabriel's
 - St. Patrick's
- A7. Programs in Institutions for Neglected and Delinquent Children
 - Boys Town
 - Boys Home
 - Thompson House for children

B. PART C

C. CARRY-OVER

- C1. Reading (Grades 4-6)
- C2. Math (Grades 4-6)

D. SUMMER PROGRAM

A1. KINDERGARTEN

Participants

Five hundred and eleven (511) five-year-olds were designated as Title I participants on the basis of their scores on a readiness test and a survey of their families' educational resources.

Cost

\$277,251, or \$542.57 per participant. An additional \$157,888, or \$308.98 per participant was spent on Title I Kindergarten Support Services (see A2 below).

Identified Need and Activity Implemented

Many six-year olds have been entering Charlotte-Mecklenburg Schools unprepared for the experience of formal schooling. These children, many of whose families are poor, tend to drop farther and farther behind their classmates from more privileged backgrounds during the primary years.

The Charlotte-Mecklenburg Title I program has sought to break or impede this pattern the past several years by supporting kindergarten education for five-year-olds identified as educationally deprived. At the 15 schools designated as eligible for Title I kindergarten aid in 1974-75, twenty-three teachers and teacher aides were employed to add to the schools' staff of kindergarten teachers. Children identified as educationally deprived were not assigned exclusively to these teachers but were scattered fairly evenly among all kindergarten classes.

The major difference between Title I and non-Title I kindergarten students was that the former had access to special support services (see A2 below).

Behavioral Objectives

1. Cognitive

The goals for cognitive gains in 1974-75 were increased and expanded because the objectives which had been used for several previous years were met with routine ease and offered no new information on the effect of the program. The new objectives were:

Three-fourths (75%) of the five-year-olds in Title I kindergarten program will progress greatly as evidenced by an increase of at least 75% in their raw scores in each of the four subject areas -- Language, Mathematics, Science, and Social Studies -- which comprise the TOBE battery. The average (mean) raw scores of Title I kindergarten pupils in these same four subject areas will increase by at least 50%.

2. Affective

Title I kindergarten pupils will improve in their feelings of self-acceptance as evidenced by an increase of 25% in their average score on the Self-Acceptance subscale of the Self-Observation Scales (SOS).

Title I kindergarten pupils will improve in their feelings of self-security as evidenced by an increase of 25% in their

average score on the Self-Security subscale of the SOS.

Title I kindergarten pupils will improve in social maturity as evidenced by an increase of 25% in their average score on the Social Maturity subscale of the SOS.

Title I kindergarten pupils will improve in their motivation to achieve as evidenced by a 25% increase in their average score on the Achievement Motivation subscale of the SOS.

3. Psycho-motor

Title I kindergarten pupils will show a significant increase in psychomotor skills as evidenced by an increase in mean score between pre- and post- administrations of the instrument selected.

Progress Toward Objectives

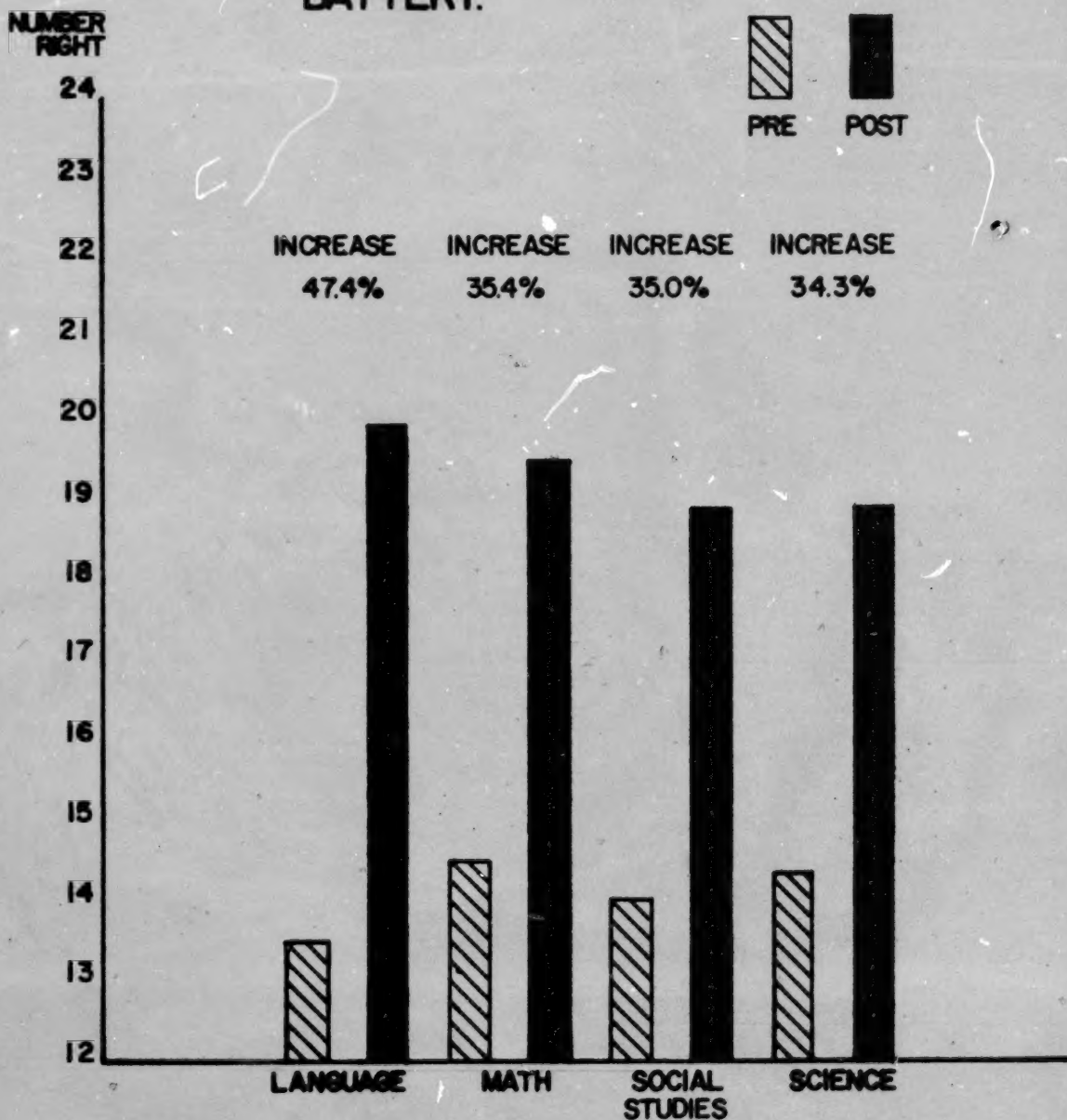
1. Cognitive

As noted above, the cognitive gains expected as a result of the kindergarten program in 1974-75 were increased and expanded because the set of objectives used in previous years provided little new information on the effects of the program. The goal of a 25% increase in scores on the Tests of Basic Experiences (TOBE) was always met easily. This year that goal was increased to 50%, and the goal that 75% of the Title I students would increase their scores by 75% was added.

As can be seen from the tables below, neither objective was met. For the hypothetical average student in the sampled schools, a 50% increase in TOBE scores would have meant a post-test score of about 21 or 22 correct items on each 28-item test. Average post-test scores fell short of that mark, although barely short on the Language test. Likewise, more students made gains of 75% or more on the Language test than on any of the other three tests, although three-fourths did not. Figure 1 illustrates this.

The gains reported in Table 3 are statistically significant. As indicated here and in other tables of test data by the

FIGURE 1. MEAN PRE AND POST-TEST SCORES OF TITLE I KINDERGARTEN STUDENTS ON TOBE BATTERY.



notation $p < .01$, the probability that the gains recorded could have occurred by chance is less than one in 100.

TABLE 3. MEAN PRE-, POST-, AND GAIN SCORES (NUMBER RIGHT) OF TITLE I KINDERGARTEN STUDENTS, TOBE BATTERY.

	<u>Pre-Test Mean</u>	<u>Post-Test Mean</u>	<u>Gain</u>	<u>Per Cent Increase</u>
Language (n=111)	13.5	19.9	+6.4	47.4%
Math (n=111)	14.5	19.5	+5.0	35.4%
Social Studies (n=110)	14.0	18.9	+4.9	35.0%
Science (n=109)	14.3	18.9	+4.9	34.3%

$p < .01$

TABLE 4. FREQUENCY DISTRIBUTION OF PER CENT GAINS OF TITLE I KINDERGARTEN STUDENTS, TOBE BATTERY.

		<u>PERCENT OF GAIN</u>			
	<u>Regressed</u>	<u>0-24%</u>	<u>25-49%</u>	<u>50-74%</u>	<u>75-100%</u>
Language (n=111)	0	27.9% (31)	24.3 (27)	15.3 (17)	32.4 (36)
Math (n=111)	4.5% (5)	32.4 (36)	30.6 (34)	18.9 (21)	13.5 (15)
Social Studies (n=110)	4.5% (5)	32.7 (36)	29.1 (32)	20.9 (23)	12.7 (14)
Science (n=109)	7.3% (8)	33.0 (36)	24.8 (27)	17.4 (19)	17.4 (19)

2. Affective

To measure affective development, the sample of Title I kindergarten students was given the Self Observation Scales (Primary Level) at the beginning and end of the Program. The SOS

required students to mark a smiling face if they agreed with a statement read to them and a frowning face if they disagreed. Difficulties in taking such a test, along with the normal transfers and absences, reduced the number of children from whom valid pre- and post-test results were obtained to 73. At best, the results presented below represent only those Title I kindergarten children who would be testable with this instrument.

TABLE 5. PER CENT INCREASE IN MEAN SCORES OF TITLE I KINDERGARTEN STUDENTS IN AFFECTIVE AREAS, SELF OBSERVATION SCALES.

	PRE		POST		Increase In Mean Score	Per Cent Increase
	Mean	%tile	Mean	%tile		
Self Acceptance	47.88	42	50.38	50	2.50	5.2%
Social Maturity	33.11	4	36.15	8	3.04	9.1%
Self Security	41.79	21	44.33	27	2.54	6.1%
Achievement Motivation	53.25	62	54.00	66	0.75	1.4%
n=73						

The students tested made small gains in each of the affective areas measured. The objective of a 25% increase in each area, a goal which was set arbitrarily, was not met. However, that is less important than the evidence that children grew in each area. Growth in such areas as self-acceptance, self-security, and achievement motivation is less certain than cognitive growth. One could easily imagine school conditions under which children would lose self-acceptance and achievement motivation. In Charlotte-Mecklenburg's kindergarten program, they did not.

The most interesting finding is the strength of achievement motivation among these Title I five-year-olds. The children tested may come from "deprived" homes and have much to learn, but they clearly want to learn. Achievement motivation is the one area in which they are significantly above average, scoring as a group at the 66th percentile compared to the national group. Building on this strength and avoiding threats to such weak areas as the children's sense of self-security is a continuing task for the kindergarten and elementary programs. The 1974-75 kindergarten program met that challenge.

3. Psycho-motor

To evaluate the kindergarten students' psycho-motor development, Mrs. Rosalie Bryant, Director of Elementary Physical Education, developed a kindergarten Psycho-motor Survey at the request of the Title I program. This survey evaluates a child's gross motor skills, ability to identify parts of the body, laterality, balance, spatial orientation, and directionality. The two Title I physical education teachers administered this survey at the beginning and at the end of the year to Title I youngsters in four of the schools they served. The results are presented below. A score of 99 was the highest attainable.

TABLE 5. MEAN PRE-, POST-, AND GAIN SCORES OF TITLE I KINDERGARTEN STUDENTS, PSYCHO-MOTOR SURVEY.

<u>Pre-Test</u> <u>Mean</u>	<u>Post-Test</u> <u>Mean</u>	<u>Gain</u>
75.79	83.27	7.48

Thus, in this area the students registered a 10% gain. The meaning of this increase will be clearer if this new instrument is used repeatedly with other groups of kindergarten youngsters.

Modications Planned

No major instructional modifications in the Charlotte-Mecklenburg kindergarten program are planned. The 1975-76 program will not receive any Title I funding but will be operated entirely with State and local resources.

A2. KINDERGARTEN SUPPORT SERVICES

The following Support Service persons served the Title I kindergarten students:

- 4 Social Workers
- 4 Nurses
- 3 Nutritionists
- 1 Speech Therapist
- 1 Psychologist

In addition to a descriptive evaluation of each, these activities were evaluated, collectively through a questionnaire distributed to the principals of schools receiving Title I kindergarten aid, the kindergarten teachers paid by Title I funds, and the kindergarten teachers in those schools who, while paid by State and local funds, had Title I participants in their classes and therefore made use of Title I Support Services.

Because there was little difference in their responses, all kindergarten teachers were combined. Nine of 15 principals, or 60.0%, and 45 of 71 teachers of Title I kindergarten children, or 63.4%, responded to the questionnaire. The questions and the responses to them are presented on the next two pages.

This past year have you been able to make as much use of Title I Support Service and Staff Development personnel as you would like?

If "NO", PLEASE ANSWER THE NEXT TWO QUESTIONS.

	<u>YES</u>	<u>NO</u>	<u>NO RESPONSE</u>
Principals (n=9)	44.4% (4)	55.6% (5)	
Teachers (n=45)	37.8% (17)	57.8% (26)	4.4% (2)

Check the types of Title I personnel you would like to have used more during the past year: (Check one or more)

	<u>Nurse</u>	<u>Social Worker</u>	<u>Nutritionist</u>	<u>Psychologist</u>	<u>Speech Therapist</u>
Principals (n=5)	20% (1)	60% (3)	20% (1)	100% (5)	60% (3)
Teachers (n=26)	23.1% (6)	61.5% (16)	15.4% (4)	80.8% (21)	88.5% (23)

Below is a list of factors that have hindered or even prevented some teachers and principals in the past from using these additional services as much as they would have liked.

Read the entire list and check the one, two, or three most prominent factors that have hindered you from using the personnel you checked above.

Remember to check three or fewer.

NOTE: Only those factors which drew more than a few responses are reported here.

	<u>Lack of My own Time</u>	<u>Lack of Support Service Person's Time</u>	<u>Reservations about Competency of Support Service(s)</u>	<u>Lack of Communication or Information</u>
Principals (n=5)	40.0% (2)	80.0% (4)	60.0% (3)	20.0% (1)
Teachers (n=26)	23.1% (6)	96.2% (25)	42.3% (11)	46.2% (12)

Generally speaking, how satisfactory have you found the Title I Support Service and Staff Development personnel you have been able to use?

	<u>Highly Satisfactory</u>	<u>Better Than Adequate</u>	<u>Adequate</u>	<u>Less Than Adequate</u>	<u>Highly Unsatisfactory</u>	<u>No Response</u>
Principals (n=9)	33.3%(3)	22.2% (2)	0	11.1%(1)	22.2%(2)	11.1% (1)
Teachers (n=45)	31.1%(14)	31.1% (14)	31.1%(14)	6.7%(3)	0	

In summary, more than half of the principals and teachers would like to have made greater use of Title I Kindergarten Support Services than they did, particularly in Social Work, Psychology, and Speech Therapy. Lack of time in the schedules of Support Service persons, followed by reservation about the competency of some and difficulties in communication and lack of information, were cited as the main reasons preventing or hindering use as full as that desired. The majority of principals and teachers rated Support Services overall as better than adequate.

Modifications Planned

Since 1974-75 was the last year of Title I involvement in kindergarten, there will be no Kindergarten Support Service components in 1975-76. However, the experience with Support Service Programs at the kindergarten level should influence the shape of any Support Service programs developed to aid the elementary reading and math lab programs.

SOCIAL WORK

Participants

511 five-year-olds identified as Title I Kindergarten participants in 15 schools.

Cost

\$45,875.00, or \$95.65 per participant. This was almost entirely for salaries.

Identified Need and Activity Implemented

The social and social psychological needs of Title I kindergarten students as they entered and participated in the formal school environment were so great and diverse that it was difficult to identify one as most important. However, the affective development of the children was eventually selected as the area in which the Title I social work effort could make its greatest contribution.

The social workers developed a "Program/Evaluation Chart" to evaluate each Title I kindergarten youngster's affective status and needs. These records were then used primarily as points of discussion with the Title I children's teachers. Numerous teacher-social worker conferences were held to discuss and develop ways of helping children with special needs.

In addition, the Title I social workers performed such traditional duties as helping with the screening of kindergarten youngsters to identify those most in need of Title I services; making referrals to health, speech, and psychological services; making home visits, and dealing with attendance problems. In addition, the social workers helped in the administration of the Self Observation Scales and, particularly in April and May, helped organize the school parent councils.

Behavioral Objectives

As a result of the social workers' efforts in affective development, 50% or more of the Title I kindergarten children identified as requiring help in such areas as self-direction, self-security, attitude toward learning, self-acceptance, self-discipline, and acceptance of others will have improved by the end of the school year.

Progress Toward Objectives

The evaluation plan called for the "Progress/Evaluation Chart" referred to above to be used to monitor the children's progress. The initial assessment of each child and the subsequent conferences with teachers proved so time-consuming that it was not possible to re-assess the children at the end of school year. Consequently, the pre- and post-test results of the Self-Observation Scales (SOS) cited above are the best indication that the Title I kindergarten children developed in affective areas during the year.

FOOD SERVICES (NUTRITIONISTS)

Participants

511 five-year-olds identified as Title I kindergarten participants and approximately 600 other kindergarten students in 15 schools.

Cost

\$50,283.00, or \$98.40 per participant, was expended for the Title I participants. \$31,930.00 of this, or 64%, was for salaries and most of the balance for food and other demonstration supplies.

Identified Need and Activity Implemented

The nutritionists conducted learning experiences in nutrition for Title I kindergarten participants. These experiences included cooking in the classroom and field trips. Discussion of food characteristics and measurement of ingredients were included to facilitate language and mathematical development.

Behavioral Objective

As a result of the Title I nutritionists efforts, the number of Title I children who correctly answer selected nutrition-related items in the TOBE battery will increase 25% between pre- and post-tests.

Progress Toward Objectives

Four items on the Social Studies test of the TOBE battery were selected by the nutritionists as appropriate measures of what they were attempting to teach the Title I kindergarten children. The pre-test and post-test performances of the sample of Title I students on those items were recorded and the results are presented below:

TABLE 6. PERCENT OF TITLE I KINDERGARTEN STUDENTS ANSWERING NUTRITION ITEMS CORRECTLY, TOBE SOCIAL STUDIES.

<u>Test Item</u>	<u>PERCENT CORRECT</u>	
	<u>Pre</u>	<u>Post</u>
Identification of food as essential for life	56.4% (62)	85.5% (94)
Identification of cereal as breakfast food	65.5% (72)	76.4% (84)

<u>Test Item</u>	<u>PERCENT CORRECT</u>	
	<u>Pre</u>	<u>Post</u>
Identification of mayonnaise or salad dressing as for sandwich	51.8% (57)	80.0% (88)
Identification of vegetables, meat, and milk as better for you than cake, candy, etc.	61.8% (68)	94.5% (104)

SPEECH THERAPY

Participants

511 five-year-olds identified as Title I kindergarten participants in 15 schools.

Cost

\$12,699.00, almost entirely for the salary of the speech therapist.

Identified Need and Activity Implemented

To help meet the language development needs of the Title I children, the speech therapist conducted a speech and language survey of the children. When necessary, she made referrals to the LEA's regular speech therapists or to an outside agency.

Behavioral Objectives

At the end of nine months, children enrolled in the Title I kindergarten program will increase their speaking vocabularies and improve their language skills and articulation as a result of their language experience involving speech.

At the end of nine months, teachers in the program will have increased their skills in speech improvement techniques, as measured by their self-evaluations.

Progress toward Objectives

A "Speech Development Survey" instrument was devised to record students' progress in the three areas mentioned in the first objective -- vocabulary, language development, and articulation. Title I kindergarten students in two schools were surveyed by the speech therapist pre- and post-. The results are presented below. The range of possible ratings is presented under each factor.

TABLE 7. MEAN PRE-, POST-, AND GAIN SCORES OF TITLE I KINDERGARTEN CHILDREN, SPEECH DEVELOPMENT.

	<u>Pre-Test Mean</u>	<u>Post-Test Mean</u>	<u>Gain</u>
Vocabulary (1-5)	3.44	4.69	1.25
Language Development (1-7)	4.53	6.25	1.72
Articulation (1-3)	2.50	2.69	.19

With regard to the second objective, kindergarten in schools receiving Title I kindergarten support teachers were asked to evaluate how much the speech therapist helped them develop their skills. The question and responses are presented below:

How much has the example and advice of the Title I speech therapist this year helped you develop ways to improve the speech and language abilities of the Title I children?

	<u>Quite a Lot</u>	<u>Some</u>	<u>Not Very Much</u>	<u>No Response</u>
Title I Teachers (n=18)	22.2% (4)	22.2% (4)	55.6% (10)	
All Teachers (n=45)	13.3% (6)	42.2% (19)	40.0% (18)	4.4% (2)

Only a slight majority (55.5%) of all teachers who responded to the questionnaire found that the speech therapist helped them improve the speech and language of the Title I children. Had the Title I program continued to operate a kindergarten effort, attention would have been given to either increasing the speech therapy staff or dropping it altogether. A single speech therapist apparently had less impact than desired in improving teacher skills in this area.

HEALTH: MEDICAL/DENTAL

Participants

511 five-year-olds identified as Title I kindergarten participants.

Cost

\$35,640.00, or \$69.75 per participant. \$31,080.00 was for salaries.

Identified Need and Activity Implemented

Previous program experience had shown that the overwhelming majority of Title I kindergarten children need physical and dental examinations and, once these are conducted, treatment of the defects found. The figures below, compiled from the monthly reports of the four Title I nurses, summarize their activities for 1974-75.

Health: Medical/Dental
1974-75

Physical Exams Conducted	392
Dental Exams Conducted	468
Nurse-assisted trips to Doctor	61
Nurse-assisted trips to Dentist	294
Nurse-assisted Hospital Admissions	8
Defects Found	468
Defects Corrected	187

32

Behavioral Objective

As a result of the activities of the nurses, the attendance of children receiving Title I health services will be better than that of children of similar socio-economic status who do not receive such services.

Parents of Title I children will be more aware of their child's health needs as a result of the Title I program.

Progress Toward Objectives

The eight-month attendance records of students receiving Title I health services at one school were compared with the records of similar students at a school whose kindergarten classes were not served by Title I. The non-Title I students would have qualified for Title I services had their school been so designated. As can be seen from the frequency distribution presented below and also the comparison of mean days absent, there was little difference between the two groups of students. The results cannot be used to support the hypothesis that improved health services will increase school attendance.

TABLE 8. FREQUENCY DISTRIBUTION AND MEAN NUMBER OF DAYS ABSENT, KINDERGARTEN STUDENTS AT TITLE I AND NON-TITLE I SCHOOLS.

<u>Days Absent</u>	<u>Non-Title I</u>	<u>Title I</u>
0-4	8	6
5-9	9	8
10-14	5	4
15-19	7	6
20-24	0	3
25-29	3	3

<u>Days Absent</u>	<u>Non-Title I</u>	<u>Title I</u>
30-34	1	1
35-39	0	0
40-44	1	1
45-or more	1	0
	n=35	n=32
 Mean Days Absent	 13.57	 14.09

Regarding the second objective, as reported in the section earlier on parental involvement, six of a small group of 17 parent respondents reported being more aware of their child's health needs because of the Title I program. However, four said they were not more aware, and it was suggested that attention be given to informing parents of the results of any physical or dental exams, even if no defects are found.

PSYCHOLOGY

Participants

511 five-year-olds identified as Title I participants in 15 schools.

Cost

\$13,391.00, or \$26.21 per participant, almost all for the salary of the psychologist.

Identified Need and Activity Implemented

In response to the need for Title I kindergarten children to develop a positive self-concept and to have any special

learning needs identified and met, a Title I psychologist was employed to evaluate the children and consult with teachers and parents as necessary. Initially, two psychologists were to serve the 15 schools.

Behavioral Objectives

Through the services of the psychologist, children enrolled in the Title I program will develop positive self-concepts as measured by pre- and post-testing with self-concept instruments included in the project evaluation design.

Through the services of the psychologist, teachers will increase their abilities to diagnose the special needs of the children enrolled in the program.

Progress Toward Objectives

As noted above (see Table 5), Title I kindergarten students tested with the Self-Observation Scales displayed small gains in self-security, self-acceptance, and social maturity. The Title I psychologist was involved in this aspect of the program.

With regard to the second objective, kindergarten teachers in the 15 schools served by the Title I kindergarten program were asked the following question and replied as indicated.

How much has the example and advice of the Title I psychologist this year helped you develop ways to diagnose the special needs of Title I children?

	<u>Quite a Lot</u>	<u>Some</u>	<u>Not Very Much</u>	<u>No Response</u>
Title I Teachers (n=18)	22.2% (4)	22.2% (4)	55.6% (10)	
All Teachers (n=45)	8.9% (4)	22.2% (10)	60.0% (27)	8.9% (4)

A majority of the teachers who responded to the questionnaire did not believe they gained much help in diagnosing the needs of Title I children. As with speech therapy, had the Title I program continued to operate a kindergarten effort, attention would have been given to either increasing the psychological services program or dropping it altogether.

A3. STAFF DEVELOPMENT

Participants

Twenty-three kindergarten, 56 reading lab, and 49 math lab teachers participated in a variety of workshops conducted by kindergarten, reading, math, and Production Center personnel and made use of the services of the Title I Media Production Center. Total workshop attendance was:

Teachers:	1518
Aides:	505
Administrators:	139
Supervisors:	93
All Other:	20

Cost

The cost of the Production Center was \$25,864. \$21,384, or 83%, of this was for salaries. Exclusive of salaries, \$1,294 was spent for kindergarten, reading, and math staff development. The salaries of the helping teachers in those areas are included in the cost of the instructional activities.

Identified Need and Activity Implemented

The staff development program was to improve the performance of Title I teachers and aides, few of whom have been trained as kindergarten, reading, or math specialists. The Production Center component made a variety of media, from lamination to video tape recording (VTR) equipment, available to Title I teachers. The helping teachers in

kindergarten, reading, and math organized workshops and supervised the implementation of the instructional program in their areas. Where the program had been established, as in kindergarten, they continued it; where it was new and there was no departmental director, as in reading, they organized and built the instructional program; and where there was a director, as in math, they carried out the plan established.

The helping teachers organized and conducted the following number of workshops:

Kindergarten	20
Reading	14
Math	10

Total attendance at these workshops was:

Teachers	1518
Aides	505
Administrators	139
Supervisors	93
All other	20
	2275

Behaviorial Objectives

As a result of the staff development activities, Title I kindergarten teachers and aides will improve significantly in their understanding of open education and how to achieve it in their classrooms as measured by October, 1974 and May, 1975 results of the Walberg-Thomas Scale of Classroom Openness.

All Title I teachers will benefit from the activities of the Title I Production Center component as evidenced by an analysis in June, 1975 of the services rendered by the component in the course of the 1974-75 school year.

Progress Toward Objectives

Much of the kindergarten staff development program concerned activities related to concepts of "open education." Consequently, kindergarten teachers and aides were asked to respond anonymously to the Walberg-Thomas Scale, a questionnaire designed to measure the degree to which a teacher intends to conduct an open classroom. The results of the October, 1974 survey were shared with the Early Childhood Education staff. The teachers and aides were re-surveyed in May, 1975 to see whether there had been an increase in the kindergarten staff's understanding of "open education." Since the questionnaire was anonymous and the response rate was less than 100%, it cannot be known whether those who replied in October and May are the same.

The results are presented below. Half of the 50 items concern Provisioning, a factor which describes such classroom characteristics as the diversity of manipulative materials the teacher provides, whether children are encouraged to move about and talk with other children, and the lack of "ability grouping." Other factors include Humaneness--the degree to which material developed by the children is used and displayed, Diagnosis of learning events, Instruction--the extent to which it is individualized, and

Evaluation--the extent to which the teacher collects and evaluates a variety of information on each student.

TABLE 9. PRE- AND POST- SURVEY MEANS OF RESPONSES TO WALBERG-THOMAS SCALE (CLASSROOM OPENNESS), TITLE I KINDERGARTEN TEACHERS AND AIDES.

	TEACHERS				AIDES		
	PRE	POST	DIFF.		PRE	POST	DIFF.
Provisioning	3.20	3.29	+.09		3.07	3.05	-.02
Humaneness	2.60	3.05	+.45		2.72	2.79	+.07
Diagnosis	3.04	3.19	+.15		2.98	3.02	+.04
Instruction	3.16	3.05	-.11		2.85	2.86	+.01
Evaluation	3.08	3.36	+.28		3.15	2.84	-.31

The main area of change for teachers was in Humaneness, a misnamed factor which actually refers to the use and display of student-made materials. This factor and Evaluation, the collection and proper use of a variety of information, are areas in which there would be some change simply because of the progress of the school year. There are more student-made materials to use and display in May than there were in September.

The areas more reflective of educational philosophy and daily practice are more stable, changing little from fall to spring. However, most of the changes, and particularly that in the major area of Provisioning, are in the direction intended as a result of the staff development activity.

One of the questions on the Walberg-Thomas concerned the supply and diversity of manipulative material. On this item, there was a marked increase from a mean fall score of 3.00 to a mean score of 3.33 (out of 4.00) in the spring.

This increase in manipulative materials is due both to workshops on teacher-made materials and the laminating and other services of the Production Center.

In addition to lamination, the Production Center videotaped a key Title I reading workshop and conducted six playback sessions to inform regular classroom teachers of Title I lab materials, conducted two 8-week workshops for credit, and five workshops on the uses of videotape recording (VTR) equipment. One of the major activities of the Production Center was the production of cassette tapes of the D. C. Heath story books used in the Title I reading labs. Children were recorded reading the stories, studio sound effects were added, and each lab was supplied with a complete set of the tapes. The center also produced an original sound/slide presentation on setting behavioral objectives for classroom instruction. Finally, the center published an occasional Title I Newsletter.

A4. READING (GRADES 2-3)

Participants

Grade 1	188
Grade 2	993
Grade 3	988
	<u>2169</u>

Cost

\$391,548, or \$161.46 per participant.

Identified Need and Activity Implemented

The data in the table below illustrate the need for a Title I reading program during the 1974-75 school year. The data are from early 1974 and show the number and percent of sixth grade students that year who were 2.0 or more years below grade level.

TABLE 10. NUMBER AND PERCENT OF GRADE 6 STUDENTS 2.0 OR MORE YEARS BELOW GRADE LEVEL IN READING AREAS, STANFORD ACHIEVEMENT TEST, 1974.

	NUMBER	PERCENT	
Word Meaning	1634	27%	(N=6102)
Paragraph Meaning	1438	23%	(N=6219)

In order to prevent this many students from reaching the sixth grade and reading 2.0 or more years below grade level, a reading lab program was instituted at the primary grade levels in 37 schools to serve students in Grades 2 and 3 and Grade 1 repeaters. Each lab was staffed by a teacher and an aide. In two instances, one teacher served two schools. Five to 10 students were served during a lab period, and total lab teaching loads ranged from 40 to 90. In most schools, students visited the lab on alternate days. Lab physical settings varied from self-contained classrooms to classroom space shared with the Title I math lab or the school's learning disability program to such unusual settings as auditorium stages.

As each student entered the lab, he or she was given the Schonell Graded Word Reading Test in order to get a quick indication of reading level. As instruction using SRA

Tutor tapes and D. C. Heath reading and listening materials progressed, students were tested frequently in phonetic analysis, structural analysis, vocabulary development, and comprehension through use of the Fountain Valley Teacher Support System. Individual records of each student's progress were kept. The helping teacher supervised the organization and development of the labs, providing for in-service training and the distribution of materials and supplies as necessary.

Behavioral Objectives

- A. By June, 1975, three-fourths (75%) of the first grade students in the reading program will be achieving at or above the 1.7 grade level in Word Study, Word Reading, Paragraph Meaning (Reading Comprehension) and Vocabulary as measured by the Stanford Achievement Test - Reading.
- B. By June, 1975, three-fourths (75%) of the second and third grade pupils in the reading program will have increased their grade equivalency scores by at least 1.0 in word reading and reading comprehension as measured by "Reading Test: Parts A and B" of the Stanford Achievement Test administered in September, 1974 and in May, 1975.
- C. In addition, by June, 1975, the mean grade equivalency scores for second and third grade pupils in the program will have increased by 0.8 as measured by the same pre and post administrations of the Stanford Achievement Reading tests.

- D. By June, 1975, the first, second and third grade students will have mastered three-fourths or more of the behavioral objectives in reading established for each child at the beginning of the school year. The objectives will be established for each child and progress measured through use of the Fountain Valley Teacher Support System.
- E. By June, 1975, first, second and third grade pupils will have improved their attitudes toward reading by 25%, 20% and 15% respectively as measured by September, 1974 and May, 1975 administrations of an Attitude Scale on Reading.

Behavioral objectives A and E were not pursued. Objective A was not measured because Grade 1 students numbered only 188, or 8.7% of the participants. Regarding objective E, the reading attitude scale was administered at the beginning of the program but was found to have an unacceptably low level of reliability when administered to primary students. The Spearman-Brown formula yielded a reliability of only .56 when given to Grade 2 and 3 students. (However, the attitude scale did prove reliable for use with Grade 4, 5, and 6 reading students in the Carry-over program.)

Progress Toward Objectives

Grade 2 and Grade 3 students in randomly selected lab periods were given the Stanford Achievement Test (1973 edition) in early November, 1974 and in late May, 1975 in word reading and reading comprehension (Reading Test: Parts A and B.) A single combined grade equivalent summarized each student's

level of performance in these two areas. The results are presented below.

TABLE 11. MEAN PRE-, POST-, AND GAIN SCORES, OF SAMPLES OF GRADE 2 AND GRADE 3 READING LAB STUDENTS, STANFORD ACHIEVEMENT TEST, 1974-75.

	<u>PRE-TEST MEAN</u>	<u>POST-TEST MEAN</u>	<u>GAIN</u>
Grade 2 (n=62)	1.4	2.0	.6
Grade 3 (n=87)	1.8	2.1	.3
			p < .01

The post-test scores would be several months higher if they were computed by averaging the individual student grade equivalent scores. (Instead, the mean raw score was computed first, and then converted to the mean grade equivalent.) The post-test means for Grade 2 and Grade 3 would be 2.2 and 2.4 and the gains .8 and .6 (instead of .6 and .3), respectively, if grade equivalent scores were averaged directly. However, this method is not preferred.

Neither Grade 2 or Grade 3 students gained an average of eight months (.8), although Grade 2 students almost met this objective, gaining an average of six months (.6).

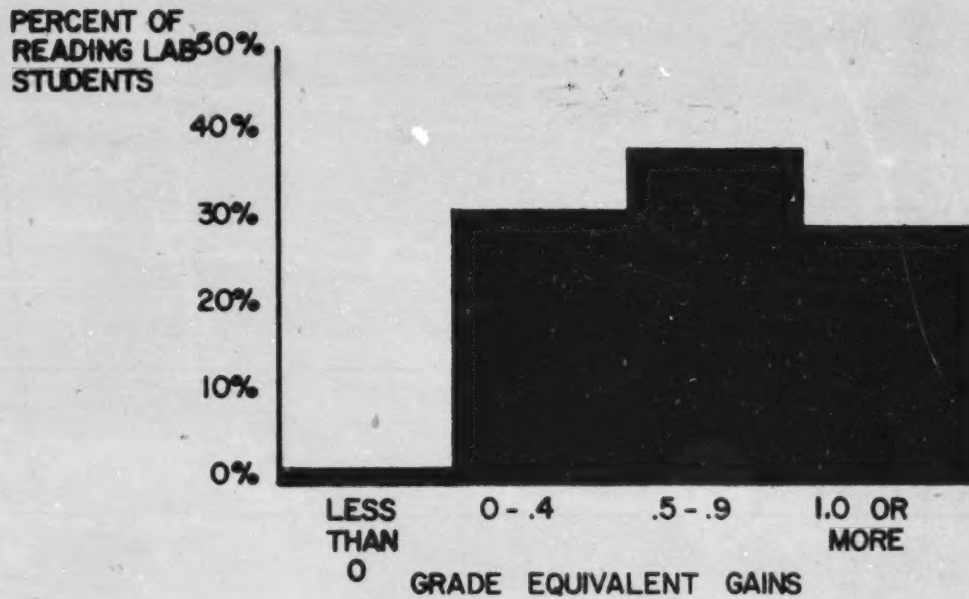
TABLE 12. FREQUENCY DISTRIBUTION OF GAIN SCORES OF SAMPLES OF GRADE 2 AND GRADE 3 READING LAB STUDENTS, STANFORD ACHIEVEMENT TEST.

	<u>GAINS (In Years)</u>			
	<u>0-.4</u>	<u>.5-.9</u>	<u>1.0 or more</u>	<u>Less than 0</u>
Grade 2 (n=62)	30.6% (19)	38.7% (24)	29.0% (18)	1.6% (1)
Grade 3 (n=87)	40.2% (35)	34.5% (30)	19.5% (17)	5.7% (5)

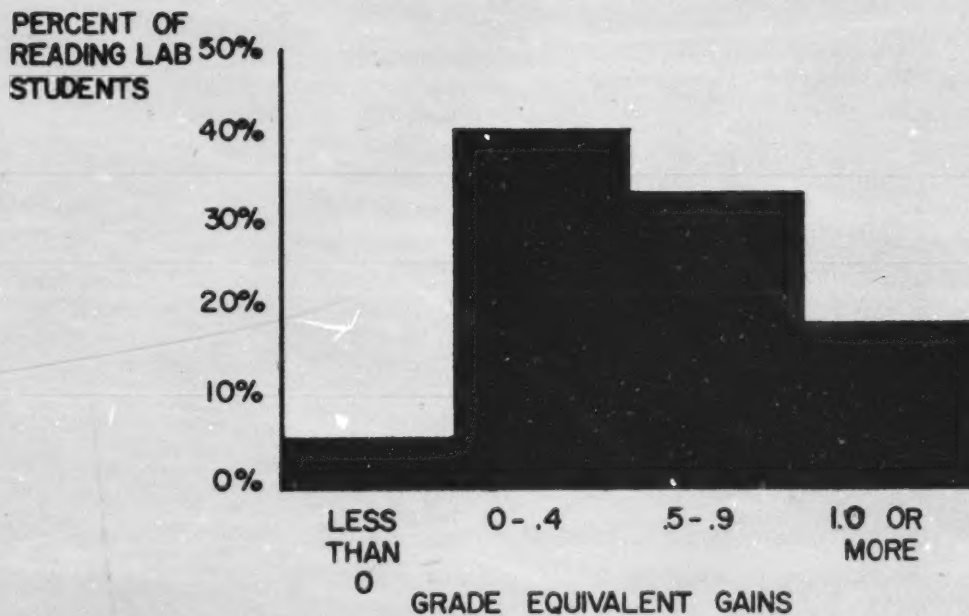
The objective that three-fourths (75%) of the reading lab students would gain 1.0 or more years was not met. Twenty-nine percent (29.0%) the Grade 2 students and 19.5% of the Grade 3 students achieved that growth. This is illustrated in Figure 2. Thus, in 1974-75, approximately one of every four primary reading students gained a year or more. This means that one below-average reader out of four grew at least as much as the average reader represented by the national norms. This is progress toward the objective and provides useful information to judge the progress made by students in the lab in 1975-76 and beyond.

FIGURE 2
FREQUENCY DISTRIBUTION OF GRADE
EQUIVALENT GAINS FOR READING LAB
STUDENTS.

GRADE 2



GRADE 3



Teachers in the primary lab program used the Fountain Valley Teacher Support System as part of their instruction. One of the features of the system is the maintenance of a "Continuous Pupil Progress Profile" on each student. Each student profile folder lists hundreds of discrete reading skills. Students are tested regularly with short tests included in the system and, as they demonstrate mastery of a skill, this is noted on their profile folder.

Since these student profile folders provided a record of progress different from that demonstrated by norm-referenced tests, such as the Stanford Achievement Test, it was decided to make use of them in evaluating the program. Early in the program, teachers of students included in the sample were asked to set individual goals in comprehension for each student. These goals were submitted. In late May, 1975, the profile folders of those students were examined by the program analyst. The number of skills mastered by each student as of May 20 was recorded to see how many students had mastered three-fourths of the skills set for them. The program objective was that 75% of the students would achieve this.

The profile folders of many of the sampled students who were still in the program were not current. Only 83 of the 149 students, or 56%, had been tested in May. Of these 83 students, 40 mastered three-fourths or more of the comprehension objectives their teachers had set for them. This is 48%--short of the objective of 75%, but

representing progress toward the objective. Just as valuable was the experience of using a system such as Fountain Valley, which incorporates the basic idea of criterion-referenced testing, in the reading program evaluation.

Modifications Planned

The major modification for the 1975-76 reading lab program will be an expansion of the number of grades served to include Grades 2-6 in all Title I schools. In addition, the number of students served by a teacher will be limited to 50. Finally, all students in the lab program will be tested with a standardized test at the beginning and end of the program in all reading areas.

A5. MATH (GRADE 4, ALL YEAR)

Participants

Grade 4	1057
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Cost

\$163,880.85, or \$155.04 per participant.

Identified Need and Activity Implemented

The data in the following table illustrate the need for a Title I Math program during the 1974-75 school year. The data are from early 1974 and show the number and percent of Grade 6 students that year who were 2.0 or more years below grade level.

TABLE 13. NUMBER AND PERCENT OF GRADE 6 STUDENTS
2.0 OR MORE YEARS BELOW GRADE LEVEL IN
MATH AREAS, STANFORD ACHIEVEMENT TEST, 1974.

	<u>Number</u>	<u>Percent</u>	
Arithmetic Computation	1783	29%	(n=6065)
Arithmetic Applications	1634	28%	(n=6022)
Arithmetic Concepts	818	13%	(n=6168)

Computation was identified as the skill on which to concentrate Title I efforts. Grade 4 was selected as the level at which to make this effort because, in the normal sequence of math instruction, this is the grade at which students either acquire computational skills or face the prospect of falling behind and never catching up.

Labs were established in 19 schools. Each lab was staffed by a teacher and an aide. Five to 10 students were served during a lab period. The total number of students served by a lab ranged from 34 to 80, with a mean of 55.

This staff-student ratio permitted a high degree of individual attention. Students were given a computation diagnostic test upon entrance into the lab and, based on these results, a program of instruction emphasizing manipulative materials, such as cuisenaire rods and games, was devised.

Behavioral Objective

- A. By June, 1975 three-fourths (75%) of the fourth grade pupils in the Mathematics Laboratory Program will have increased their grade equivalency score by 1.0 in

mathematics computation as measured by their scores on those sections in September, 1974 and May, 1974 administration of the Stanford Achievement Test--Mathematics.

- B. In addition, the mean grade equivalency score for pupils in the program will have increased by at least 0.8 in mathematics computation as measured by the same pre-- and post administration of the Stanford Achievement Test.
- C. By June, 1975 three-fourths (75%) of the pupils in the program will have doubled their previous monthly rate of progress in mathematics computation as measured by pre-- and post administrations of the SAT in mathematics.

Progress Toward Objectives

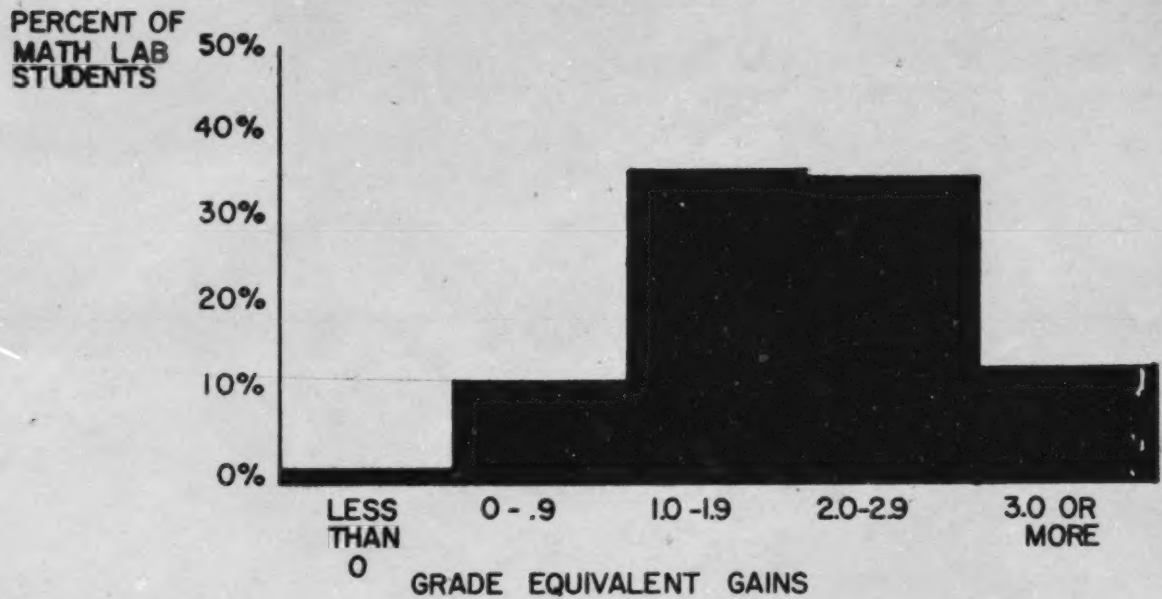
Both pre- and post- test scores were available on 818 of the 1057 students in the program. The objective that 75% of these students would gain 1.0 or more years in mathematical computation was more than met. Of the students tested, 86.3% gained that much or more. This is shown in Table 14 below and in Figure 3.

TABLE 14. FREQUENCY DISTRIBUTION OF GAIN SCORES OF SAMPLES OF GRADE 4 MATH LAB STUDENTS, STANFORD ACHIEVEMENT TEST, 1974-75.

<u>Gains</u>	<u>Percent</u>	<u>Number</u>
0-.9	12.8%	105
1.0-1.9	36.4%	298
2.0-2.9	35.9%	294
3.0 or More	13.9%	114
Less than 0	1.0%	<u>7</u>
		818

FIGURE 3
FREQUENCY DISTRIBUTION OF GRADE
EQUIVALENT GAINS FOR MATH LAB
STUDENTS.

GRADE 4



The second objective—that the mean grade equivalent for students in the program would increase by .8--was also met. As displayed below, the mean pre-test score was 2.3 and the mean post-test score was 4.3, making the mean gain 2.0 years:

<u>Pre-test Mean</u>	<u>Post-test Mean</u>	<u>Gain</u>
2.3	4.3	2.0

These pre-test and post-test means were computed by averaging the individual grade equivalent scores.

Finally, students in the lab learned math computation at a much faster rate than they had in their previous years in school, an indication that it was the lab program that aided these students and that many of them would have continued to lag behind without it. Seven hundred and eighteen (718) of those tested, or 87.8%, learned computation at a rate at least twice that at which they had learned computation in previous years. This exceeded the objective that 75% would do so (Objective C.) Each student's pre-lab rate of gain was computed by dividing his or her pre-test gain by the number of months spent in school. In-lab rate of gain was obtained by dividing each student's gain score by the number of months spent in the lab. Mean pre-lab and in-lab monthly rates of gain were as follows:

<u>Pre-Lab Monthly Rate of Gain</u>	<u>In-Lab Monthly Rate of Gain</u>
.05	.25

In sum, whereas the average student had gained only .05 years per month in computation in his first three years in school, he or she gained .25 years per month during 1974-75.

As noted in the activity description, the number of lab participants ranged from 34 to 80. The relationship (correlation coefficient) between number of lab participants and proportion of participants gaining 1.0 or more years was -.22. This is in the direction one might expect but is quite weak.

A6. NON-PUBLIC SCHOOL PROGRAMS

Title I-supported programs were conducted in four non-public schools in 1974-75. Each is described below:

OUR LADY OF ASSUMPTION

Participants

Grade 2	7
Grade 3	4
Grade 4	8
Grade 5	9
Grade 6	6
	34

Cost

\$3933.12, or \$115.68 per participant.

Identified Need and Activity Implemented

A small but significant number of students at the school were identified as having problems in reading. A part-time

teacher provided small-group and individual instruction in reading to these students. Instruction in math was also provided.

Behavioral Objective

By the end of the project year, 80% of the students participating in the program will have increased their reading skills by at least one grade level as measured by the Stanford Achievement Test.

Progress Toward Objective

Sixteen of the 34 students in the program gained 1.0 or more years in reading. This is 47% of the total, short of the objective that 80% would gain a year or more. However, progress was made.

Modifications Planned

Instruction will be in reading only.

OUR LADY OF CONSOLATION

Participants

Grade 2	12
Grade 3	3
Grade 4	3
Grade 5	4
Grade 6	5
	27

Cost

\$2250.12, or \$83.34 per participant.

Identified Need and Activity Implemented

This program was to have been a continuation of the 1973-74 program in mathematics at Grades 7 and 8, but was changed when the teacher for that skill was transferred. The Title I program subsequently concentrated on reading skills at the elementary level. Students were selected on the basis of scoring significantly below grade level in reading comprehension on the Stanford Achievement Test and received small-group instruction on a daily basis.

Behavioral Objective

None was set. However, an expectation that 50% of the students would increase by 1.0 or more years in reading comprehension would be realistic.

Progress Toward Objective

Only 3 of 27 students progressed a year or more. An unusually high number of students (10) scored lower on the post-test than on the pre-test. This casts doubt more on the validity of the test results than on the value of the program. Testing conditions, scoring, or other factors could have invalidated the results.

Modification Planned

An appropriate behavioral objective and evaluation plan will be set.

ST. GABRIEL'S

Participants

	<u>Reading</u>	<u>Math</u>
Grade 2	2	2
Grade 3	3	2
Grade 4	2	2
Grade 5	3	4
Grade 6	2	2
Grade 7	4	3
Grade 8	<u>4</u>	<u>5</u>
	20	20

Cost

\$5402.64

Identified Need and Activity Implemented

Based on 1973-74 test results and student records, St. Gabriel's reported that approximately 33 students in Grades 1 through 8 were performing 1.0 or more years below grade level in either reading or math or both. Accordingly, a program of small-group and individual instruction in these areas was conducted by a teacher for students so identified.

Behavioral Objective

By the end of the project year, at least 80% of the participating students will have increased at least one grade level in language arts and/or mathematics skills as measured by results of the Stanford Achievement Test.

Progress Toward Objective

Six of the 20 students who received reading instruction gained 1.0 or more years in reading comprehension. Ten of the 20 students who received instruction in math gained 1.0 or more years. While both figures fall short of 80%, progress was made. This was particularly so in reading, where the percentage gaining 1.0 or more years (30%) was the same as that in the public school labs.

Modifications Planned

The 1975-76 program will concentrate entirely on reading improvement.

ST. PATRICK'S

Participants

	<u>Reading</u>	<u>Math</u>
Grade 2	5	2
Grade 3	6	6
Grade 4	6	3
Grade 5	7	4
Grade 6	11	6
Grade 7	0	1
	35	22

Cost

\$8,234.67

Identified Need and Activity Implemented

Through extensive testing at the beginning of the school year, 38 students were identified as below grade level

on vocabulary and reading and 23 in math computation. A part-time teacher handled each area, providing small-group and individual instruction.

Behavioral Objectives

Students receiving Title I-supported instruction in language will increase their vocabulary and comprehension skills by at least one grade level.

Students receiving Title I-supported instruction in math will increase their computation and problem-solving (applications) skills by at least one grade level.

Progress Toward Objective

Many of the students in the language/reading program made substantial gains. Nineteen of the 35, or 54%, gained 1.0 or more years in vocabulary on the Stanford Achievement Test. A very high number--27, or 77%, of the 35--gained 1.0 or more years in reading comprehension on the same test.

Students in the math program received instruction in both computation and problem-solving (applications.) Six of the 22 students below grade level increased 1.0 or more years in computation and 5 of the 22 did the same in the mathematical applications area on the Stanford Achievement Test.

Modifications Planned

No major modifications in the language/reading program are planned. The math program is discontinued.

A7. INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Title I-supported programs were conducted in three institutions for neglected and delinquent children in 1974-75. Each is presented below:

BOYS HOME

Participants

<u>Grade</u>	<u>Number</u>
4	1
5	2
6	6
7	8
8	6
9	7
11	2
12	1
	33

Cost

\$4540.13

Identified Need and Activity Implemented

On the basis of grade reports and conferences with public school teachers, the Boys Home staff determined that most of the institution's residents needed additional help if they were going to be successful in their public school classwork. An evening tutorial program was established with the help of Title I funding. Individual and small-group tutoring was conducted each weekday evening by students from Davidson College under the supervision of the Boys Home staff.

Behavioral Objective

By the end of the project year, at least 80% of the boys in the tutoring program will approach their school work more readily as a result of their improvement in academic skill.

Progress Toward Objective

Only data to measure improvement in academic skill are available; that the students approached school work more readily must be inferred from that. Most students in the tutorial program did improve as measured by the Stanford Achievement Test. Nineteen of 29, or 66%, gained 1.0 or more years in reading comprehension, and 12 of 29, or 41%, gained 1.0 or more years in math computation. While 80% of the students did not make large gains of a year or more, many did, and significant progress was made toward that objective.

Modifications Planned

No major modifications are planned.

BOYS TOWN

Participants

<u>Grade</u>	<u>Number</u>
3	1
4	2
5	2
6	3
7	4
8	1
9	5
10	1
11	1
	20

Cost

\$1521.35

Identified Need and Activity Implemented

On the basis of school grade reports, the Boys Town staff determined that almost all the boys in residence were performing below grade level and would benefit from additional instruction. An evening tutorial program was conducted two hours a night four days a week to provide individual and small-group instruction.

Behavioral Objective

Students enrolled at Boys Town will increase their academic achievement by 1.0 years in reading as a result of the remedial tutorial instruction.

Progress Toward Objective

Four of the 16 students for whom pre- and post-test results are available gained 1.0 or more years in reading as measured by the Stanford Achievement Test. Six students recorded no gain or scored lower on the post-test than they had on the pre-test.

Modifications Planned

No major modifications are planned.

THOMPSON CHILDREN'S HOME

Participants

<u>Grade</u>	<u>Number</u>
2	2
3	3
4	2
6	1
8	<u>1</u>
	9

Cost

\$4572.25

Identified Need and Activity Implemented

While most children living at Thompson Children's Home attend a regular public school, a small number who are not able to function in the regular school environment attend the institution's on-campus school. Title I support was used by the school in 1974-75 to hire an educational assistant to enable the on-campus school to function.

Behavioral Objective

By the end of the project year, at least 50% of the students participating in the program will have increased their reading and mathematical skills by 1.0 years as measured by the Stanford Achievement Test.

Progress Toward Objective

The objective was inappropriate to the program since most of the students in the on-campus school could not be tested with standardized achievement tests. Of the two who could be, one showed a gain of 1.0 in reading and the other a gain of .6. It is now clear that students who cannot function in the formal school environment are not testable with that most formal of school measures, the standardized achievement test.

Modification Planned

The 1975-76 program at Thompson Children's Home will not serve the on-campus school students but rather will provide tutorial help to those who attend regular public schools.

PART C

Participants

Grade 2	381
Grade 3	296
	677

These participants were students in the Title I primary reading labs established under Part A.

Cost

\$123,104.29

Identified Need and Activity Implemented

To support the Part A reading program, two additional aides were placed in each of the reading labs at 14 schools. The 14 schools were those with the highest percentage of low-income families in their attendance areas.

Behavioral Objective and Progress Toward Objectives

See section A.4 Reading (Grades 2-3) above for the instructional effects of the reading program.

CARRY-OVER

C1. READING (GRADES 5-6)

Participants

Grade 5	534
Grade 6	552
	1,086

Cost

\$368,087.50, or \$338.94 per participant. \$136,730.98, or 37% of this total was spent for equipment and materials of the Hoffman Reader System.

Identified Need and Activity Implemented

The data below show the extent of poor achievement in reading among upper elementary grade students. About one out of every four sixth grade students was reading 2.0 or more years below the national norm in early 1974.

TABLE 15. NUMBER AND PERCENT OF GRADE 6 STUDENTS
2.0 OR MORE YEARS BELOW GRADE LEVEL IN
READING AREAS, STANFORD ACHIEVEMENT
TEST, 1974.

	<u>NUMBER</u>	<u>PERCENT</u>	
Word Meaning	1634	27%	(N=6102)
Paragraph Meaning	1438	23%	(N=6219)

By the time Carry-over funds were available, Part A funds in 1974-75 had been used to establish reading labs at the primary level (Grades 2-3) in Title I eligible schools. The primary reading program was an effort to reduce the number of students who were reaching Grade 6 with few reading skills. Carry-over funds, on the other hand, were put to use to establish reading labs for students in Grades 5 and 6.

Two labs were established in each of 10 upper elementary schools and began instruction in March, 1975. In most cases, one lab served Grade 5 students and the other served Grade 6; however, in four schools students from the two grade levels

were mixed. Each lab teacher saw about 50 to 60 students daily in groups of 7 to 10. An aide assisted.

Instruction in the labs was built around the Hoffman Reader System. This system is distinguished by (1) a program of individualized instruction which emphasizes repeated cycles of diagnosis, prescription, instruction, and evaluation for each student and (2) a large library of audio-visual material which is used in viewer machines. Activities provided by the Hoffman program were supplemented by learning activities developed by the lab teachers and the helping teacher for the program.

Since seven of the 10 schools which began reading labs for Grades 5 and 6 also began math labs (see C2. below) for the same grades, scheduling of students required special attention, if a student needed both reading lab and math lab instruction.

Behavioral Objectives

- A. By June, 1975, three-fourths (75%) of the 5th and 6th grade pupils in the reading program will have increased their grade equivalency scores by at least 0.4 in Reading Comprehension as measured by alternate forms of the Stanford Achievement Test administered in February, 1975 and in May, 1975.
- B. In addition, by June, 1975, the mean grade equivalency scores for pupils in the program will have increased

by 0.3 as measured by the same pre- and post-administrations of the Stanford Achievement Reading tests.

- C. By June, 1975, pupils will have improved their attitudes toward reading as measured by February, 1975, and May, 1975 administrations of an Attitude Test on Reading.

Progress Toward Objectives

The labs began operation in mid-March, and pre-testing of randomly selected lab periods was not completed until the first week of April. This shortened the time between pre- and post-testing to two months, since post-testing was conducted the first week of June.

With only two months between pre- and post-tests, 75% of the students did not gain four months (0.4 years) in reading comprehension, as can be seen from Table 14 below. However, about 42% of both the Grade 5 and Grade 6 did gain 0.4 years or more.

TABLE 16. FREQUENCY DISTRIBUTION OF GAIN SCORES OF SAMPLES OF GRADE 5 AND 6 READING LAB STUDENTS, STANFORD ACHIEVEMENT TESTS, 1975

	Less than 0	0 - .3	.4 - .6	.7 or More
Grade 5 (n=123)	38.2% (47)	19.5% (24)	7.3% (9)	35.0% (43)
Grade 6 (n=128)	38.2% (42)	25.0% (32)	10.9% (14)	31.2% (40)

This lab program seemingly produced extreme effects: One large group of students recorded gains of seven or more months (.7 or more) and another large group recorded little

or no gain on the test used. Usually, there are few students at either extreme; most usually fall in the middle range of small to moderate gains.

When mean pre- and post-test scores are completed, these groups of extreme scores cancel one another out, resulting in a zero or small mean gain. This is highly misleading, of course, since few students made the mean gain. Many students made large gains as measured by the achievement test.

TABLE 17. MEAN PRE-, POST-, AND GAIN SCORES OF SAMPLES OF GRADE 5 AND GRADE 6 READING LAB STUDENTS, STANFORD ACHIEVEMENT TEST, 1975.

	<u>Pre-Test Mean</u>	<u>Post-Test Mean</u>	<u>Gain</u>
Grade 5 (n=123)	3.1	3.1	0
Grade 6 (n=128)	4.2	4.4	.2
			p < .01

Gain scores of 0.3 (three months), as specified in objective B, would have resulted if the mean grade equivalents had been computed by directly averaging the individual student grade equivalent scores.

In the attitude area, a 20-item questionnaire adapted from one developed by Dr. Thomas Estes, professor of reading at the University of Virginia, proved reliable enough on the first administration to warrant post-testing. As shown by the figures in Table 18, the objective of students having a more positive attitude toward reading was met, as small gains were recorded in the two months between pre- and post-administrations. The

highest score possible is 20.

TABLE 18. PERCENT INCREASE IN POSITIVE ATTITUDE
TOWARD READING OF GRADE 5 AND GRADE 6
STUDENTS, 1975.

	<u>Pre-Test Mean</u>	<u>Post-Test Mean</u>	<u>Percent Increase</u>
Grade 5 (n=113)	14.02	15.00	7.0%
Grade 6 (n=128)	14.86	15.48	4.2%

Modifications Planned

The reading labs established with Carry-over funds in 1974-75 will be part of the comprehensive reading lab program to serve Grades 2-6 in 1975-76.

C2. MATH (GRADES 4-6)

Participants

Grade 4	624
Grade 5	594
Grade 6	562
	<u>1,780</u>

Cost

\$235,974.60, or \$132.57, per participant.

Identified Need and Activity Implemented

As noted in the review of the math lab program established with Part A funds (see A5. above), the fourth-grade year is crucial to a student's future development in mathematics because

it is the year when computational skills are to be acquired. Part A funds permitted the establishment of math labs in 19 schools to aid Grade 4 students lagging in the acquisition of these skills. Carry-over funds were used to meet the same need in another 16 Title I-eligible schools.

The table below presents the number of students who reach Grade 6 having serious problems in math, particularly in computation. Grade 4 labs received first priority in an attempt to reduce this number. However, sufficient funds remained to establish math labs for students already in Grades 5 and 6 who lack computational skills. Fourteen labs, one for Grade 5 and another for Grade 6, were set up in seven upper elementary schools.

TABLE 19. NUMBER AND PERCENT OF GRADE 6 STUDENTS
2.0 OR MORE YEARS BELOW GRADE LEVEL IN
MATH AREAS, STANFORD ACHIEVEMENT TEST,
1974.

	<u>Number</u>	<u>Percent</u>
Arithmetic Computation	1783	29% (n=6065)
Arithmetic Application	1634	28% (n=6022)
Arithmetic Concepts	818	13% (n=6188)

The 30 labs established with Carry-over funds began operation in March, 1975. Each was staffed by a teacher and an aide. The number of participants in the Grade 4 labs ranged from 21 to 55 students with an average of about 39 fourth graders. The number of students served by the Grade 5 and Grade 6 labs ranged from 51 to 119 with an average of

about 80 students. The relationship between number of lab participants and achievement results was not studied.

Students completed a computation diagnostic test upon entrance into the lab. Analysis of these results provided the basis for small-group and individual instruction which made extensive use of manipulative materials.

Behavioral Objectives

The following are reasonable goals for a three-or four-month program:

- A. By June, 1975, three-fourths (75%) of the Grade 4, 5, and 6 students will have increased their grade equivalency scores in math computation by 0.5 years as measured by the Stanford Achievement Test.
- B. By June, 1975, the mean grade equivalent score in math computation for Grade 4, 5, and 6 students will have increased by 0.4 as measured by the same test.

Progress Toward Objectives

As can be seen from the table below, more than 75% of the Grade 4 students gained .5 year or more (5 months or more) in math computation. The exact percent who achieved that mark or more was 86.3%. However, 65.3 and 68.8% of the Grade 5 and Grade 6 students, respectively, reached that mark, falling slightly short of the objective.

TABLE 20. FREQUENCY DISTRIBUTION OF GAIN SCORES FOR SAMPLES OF GRADE 4, 5, AND 6 MATH LAB STUDENTS, STANFORD ACHIEVEMENT TESTS, 1975. CARRY-OVER PROGRAM.

	Gains (In Years)			
	Less Than 0	0 - .4	.5 - 1.4	1.5 or more
Grade 4 (n=234)	4.7% (11)	9.0% (21)	33.8% (79)	52.5% (123)
Grade 5 (n=202)	15.8% (32)	18.8% (38)	36.1% (73)	29.2% (59)
Grade 6 (n=215)	12.5% (27)	18.6% (40)	42.3% (91)	26.5% (57)

Nonetheless, it is clear that most students increased their computation skills substantially during the time of the abbreviated program.

The mean gains in grade equivalent scores were two or three times the 0.4 years increase which was projected. Mean scores for each grade are presented in the table below.

TABLE 21. MEAN PRE-, POST-, AND GAIN SCORES OF SAMPLES OF GRADE 4, 5, AND 6 READING LAB STUDENTS, STANFORD ACHIEVEMENT TEST, 1975. CARRY-OVER PROGRAM.

	Pre-Test Mean	Post-Test Mean	Gain
Grade 4 (n=234)	2.7	4.1	1.4
Grade 5 (n=202)	3.6	4.4	.8
Grade 6 (n=215)	4.1	5.0	.9

p<.01

Modifications Planned

No instructional modifications are planned. Math labs in 1974-75 will be reduced in number and will serve primarily Grade 4 students.

D. SUMMER PROGRAM

Participants

Grade 1	14
Grade 2	31
Grade 3	42
Grade 4	4
Grade 5	13
Grade 6	12

116

Cost

\$5,220 for 116 students at \$45.00 tuition per student.

Identified Need and Activity Implemented

To provide summer instruction in reading for some students who had been Title I reading lab participants during the regular session, the project paid the tuitions for 116 students to participate in a summer reading program. Students received two hours of reading instruction each morning for four weeks. Their instructors were elementary teachers who taught them as part of an in-service program in reading conducted by Appalachian State University and Charlotte-Mecklenburg Schools.

Students thus received intensive individual and small-group instruction.

Behavioral Objective

At the conclusion of the program, at least 75% of the Title I-sponsored participants will have increased their word reading ability by three (3) months as measured by pre- and post-administrations of the Schonell Word Recognition Test.

The average rate of attendance for Title I participants will be 90%.

Progress Toward Objectives

One group of students, the sixth graders, met the objective, but the other classes did not. In most classes, about 30-45% of those tested both pre- and post- gained three months or more in word reading during the one-month program. The number and percent for each grade is presented in the Table below.

TABLE 22. NUMBER AND PERCENT OF TITLE I PARTICIPANTS GAINING THREE OR MORE MONTHS, SHONELL WORD READING TEST, SUMMER, 1975.

<u>Grade</u>	<u>No. Tested</u>	<u>Percent Gaining Three Months or More</u>
1	10	30.0% (3)
2	23	43.5 (10)
3	34	29.4 (10)
4	2	0 (0)
5	9	44.4 (4)
6	12	83.3 (10)
	90	(37)

Nonetheless, many students gained two months and none scored lower on the post-test than on the pre-.

The attendance objective was met. The average rate of attendance was exactly 90% (18 days out of 20) for those students tested pre- and post-. Previous Title I summer programs have not been as successful in "holding" their students.

Modifications Planned

The summer reading program as an in-service event with tuition students will be conducted again in summer, 1976, but no decision has been made on Title I participation.

5. Effects on Educational Deprivation

This section summarizes the educational effects of the Title I program in 1974-75 in the public and non-public schools in Charlotte-Mecklenburg.

Public Schools

The greatest impact of the Title I program in reducing educational deprivation was in mathematical computation--the basic operations of addition, subtraction, multiplication and division. As can be seen from the table below, students in the Part A and Carry-over math lab programs gained averages of two-and-a-half to nearly five months for each month of lab participation.

TABLE 23. MEAN GAINS PER MONTH IN MATH COMPUTATION
OF TITLE I MATH LAB STUDENTS STANFORD
ACHIEVEMENT TEST, 1974-75.

<u>PART A</u>	<u>Mean Gain (In Months)</u>	<u>Approx. Months Between Pre- & Post-Test</u>	<u>Mean Gain/Month (In Months)</u>
Grade 4	20	8	2.5
<u>CARRY-OVER</u>			
Grade 4	14	3	4.7
Grade 5	8	3	2.7
Grade 6	9	3	3.0

It thus appears quite possible for student's to make progress in overcoming the difficulties they have with the basic mathematical operations in a fairly short time if the instruction is concentrated.

Despite the rapid and extensive progress made, it is important to note that many students remain below grade level in math computation. This is indicated by a comparison of the mean score achieved by the students in May post-test and the national norm:

	<u>May, 1975 Mean Score</u>	<u>National Norm</u>	<u>Difference</u>
Part A			
Grade 4	4.3	4.9	-.6
Carry-Over			
Grade 4	4.1	4.9	-.8
Grade 5	4.4	5.9	-1.5
Grade 6	5.0	6.9	-1.9

Progress is understandably slower in reading comprehension, a skill which requires several high order processes.

As shown in the Table below, students at some grade levels averaged a month's gain in reading comprehension for each month in the lab but at other grades fell short of that mark.

TABLE 24. MEAN GAINS PER MONTH IN READING COMPREHENSION OF SAMPLES OF TITLE I READING LAB STUDENTS, STANFORD ACHIEVEMENT TEST, 1974-75.

Part A	<u>Mean Gain (In Months)</u>	<u>Approx. Months Between Pre- and Post-tests</u>	<u>Mean Gain/ Month (In Months)</u>
Grade 2	6	7	0.9
Grade 3	3	7	0.4
Carry-Over			
Grade 5	0	2	-
Grade 6	2	2	1.0

In 1975-76 achievement test data will be gathered on reading areas other than comprehension. Students could be making greater progress in some of the other skills which make for a competent reader. An indication of this is contained in the pre- and post-test results in word reading gathered from the primary reading labs. An individually administered word reading test, the Schonell Graded Word Reading Test, was given to students at the beginning and

end of the program. Both Grade 2 and Grade 3 students gained more than a month for each month in the lab, as can be seen from the following data:

	Means		
	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Gain</u>
Grade 2 (n=786)	0.9	2.1	1.2
Grade 3 (n=743)	1.6	2.7	1.1

In sum, the reading lab program is making moderate progress in improving reading comprehension skills and might be making greater progress in other reading skill areas. The more complete testing to be conducted in 1975-76 will reveal this.

Given the relatively greater difficulties students seem to have in acquiring reading skills, it is beneficial that the kindergarten program appears to have made more impact on educational deprivation in the language area than other areas in 1974-75. The kindergarten component is the only Title I program to have been operating long enough to establish a track record. Cognitive gains made this year are almost the same as those made in previous years. The main difference is the greater gain made this year in the language area. Results from the last two program years are presented for comparison in table 25.

TABLE 25. MEAN GAIN SCORES (INCREASE IN NUMBER RIGHT)
OF SAMPLES OF TITLE I KINDERGARTEN STUDENTS,
TOBE BATTERY, 1973-74 AND 1974-75.

	<u>LANGUAGE</u>	<u>MATH</u>	<u>SOC. STUDIES</u>	<u>SCIENCE</u>
1973-74 (n=102)	5.6	5.0	5.2	5.5
1974-75 (n=111)	6.4	5.0	4.9	4.9

Non-Public Schools

The Title I programs at the four non-public schools in the project were developed by the staffs of each school. As a review of the individual school evaluations will show, greater achievement test gains were made by students at some of the schools than at others. Overall, in reading, 52 of 116 non-public students, or 44.8%, gained 1.0 or years in reading comprehension. Ten of 20 (50%) non-public students who received math computation instruction gained 1.0 or more years; another math program, this one emphasizing math applications, recorded gains of 1.0 or more in 6 of 22 students, or 27.3%.

APPENDIX
TEST REPORTS
ESEA, TITLE I
FY 1975
CHARLOTTE-MECKLENBURG SCHOOLS

Code 600

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

Signed Mark Hellman
ESEA

Title Program Analyst, Title I

Date October 7, 1975

ESEA, Title I TEST REPORT
FY 1975 Evaluation

(1) Grade	(2) No. Schools Pro- ject Sample	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) #Number Tested	(9) Number of Students (Percentile Ranks)		
								1-10	11-25	26-50 51-75 76-99
2	38 11	11/74	SAT (1973 ed.) Reading Tests: Part A & Part B	Primary II	A	41.2	62			
				Same	B	65.4	52			
3	38 13	11/74	SAT (1973 ed.) Reading Tests: Part A & Part B	Primary II	A	54.5	87			
				Same	B	69.9	87			

#10% sample.

*In Raw Scores, if available; otherwise, specify type of score:

grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

Administrative Unit Charlotte-Meck.

Code 600

Signed Mark Bellman

ESEA Title I

Title Program Analyst

Date October 7, 1975

ESEA, Title I TEST REPORT
FY 1975 Evaluation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)				
Grade	No. Schools Pro- ject Sample	Month and Year	Name of Tests and Subtests	Level	Form	Mean* Score	#Number Tested	Number of Students (Percentile Ranks)				
								1-10	11-25	26-50	51-75	76-99
K	15	7	TOBE Language Math Social Studies Science	K		13.5 14.5 14.0 14.3	111 110 110 109					
K	15	7	TOBE Language Math Social Studies Science	K		19.9 19.5 18.9 18.9	111 110 110 109					

83

*In Raw Scores, if available; otherwise, specify type of score:

#25% sample.

grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

Code 600

Signed Mark Hellman

Title ESEA Program Analyst, Title I

Date October 7, 1975

ESEA, Title I TEST REPORT
FY 1975 Evaluation

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks)			
								1-10	11-25	26-50	51-75 76-99
4	19	10/74	SAT (1964 ed.) Arithmetic Computation	Int. I	X	2.3	818				
		5/75	Same	Same	Y	4.3	818				

*In Raw Scores, if available; otherwise, specify type of score:

X grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Code 600

Signed Mark DeClan
ESEA

Title Program Analyst, Title I

Date October 7, 1975

ESEA, Title I TEST REPORT
FY 1975 Evaluation

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

(1) Grade	(2) No. Schools Pro- ject Sample	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) #Number Tested	(9) Number of Students (Percentile Ranks)				
								1-10	11-25	26-50	51-75	76-99
5	10	9	SAT (1973 ed.)									
			Reading Comprehension	Int. I	A	19.5	123					
6	10	6/75	Same	Same	B	24.4	123					
6	10	10	SAT (1973 ed.)									
			Reading Comprehension	Int. I	A	26.5	128					
6	10	6/75	Same	Same	B	31.9	128					

#25% sample.

*In Raw Scores, if available; otherwise, specify type of score:

_____ grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

Administrative Unit Charlotte-Meck.

Code 600

Signed Mark A. Clark

Title ESEA
Program Analyst, Title I

Date October 7, 1975

ESEA, Title I TEST REPORT
FY 1975 Evaluation

(1) Grade	(2) No. Schools Project Sample	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) # Number Tested	(9) Number of Students (Percentile Ranks)				
								1-10	11-25	26-50	51-75	76-99
4	16	16	SAT (1964 ed.)									
			Arithmetic Computation	Int. I	X	5.8	234					
			Same	Same	Y	15.1	234					
5	7	7	SAT (1964 ed.)									
			Arithmetic Computation	Int. II	X	5.6	202					
			Same	Same	Y	9.5	202					
6	7	7	SAT (1964 ed.)									
			Arithmetic Computation	Int. II	X	7.5	215					
			Same	Same	Y	12.5	215					

#35% sample.

*In Raw Scores, if available; otherwise, specify type of score:

grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____